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| ELEMENTARY  Scope and Sequence Investigation | | | |
| TEACHER NAME:  Jeannie Lei | | Grade Level:  Second using Littleton Public Schools Scope and Sequence Charts | |
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|  | Units COVERED | | |
| Math | Number Sense and Relationships | Demonstrate number meanings and relationships by using whole numbers and fractions | Explain addition and subtraction many different ways. Have students compare costs of purchasing and maintaining class pets in our Classroom Pet Unit of Instruction. |
| Algebraic concepts | Study of geometric shapes, patterns using symbols words and numbers | Describe and compare the differences between 2 dimensional shapes using math vocabulary |
| Data Collection and Analysis, Statistics and Probability | Collect and record, represent, and interpret data. |  |
| Measurement | Describe and estimate units of measure. Compare and order them. |  |
| Science | Physical Science | Study of different states of matter and temperature | What kinds of temperatures do our pets do best in? How about us? |
| Life Science | Study of plants and the environment | Use our classroom pet unit to study the habitats of various potential animals. |
| Earth and Space Science | Weather unit and the Earth |  |
| Science, Society and Technology | Explain the importance of recycling |  |
| Social Studies | Examine and current issues | Explore early Littleton and Centennial Colorado to understand local history |  |
| Use geographical knowledge to understand physical geography | Explore Colonial America |  |
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| Language Arts | Read and understand the meaning of fiction and non-fiction. | Apply a variety of strategies to decoding books | Demonstrate thinking strategies that come before and during and after reading. |
| Use a variety of technology to gather information. | Understand that reading pace changes with purpose, style and level of text. | Identify textual events to life experiences. |
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**PART II – Potential project ideas for units**

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| **Math: For number sense and relationships** | **Use a number line and number grid to demonstrate the numbers in ascending order and how in a number grid and how it is possible to count be 2s, 5s, and 10s down the number grid. Call on students to identify look for these relationships. For fractions use a pizza to divide for the class. Use a folded piece of paper too.** |
| **Algebraic Methods** | **Using the students themselves to demonstrate story problems that involve multiplication by asking students to hold several small objects and then asking students to add them up. Telling students to create their own story problems the same way.** |
| **Data Collection and Analysis** | **Take a survey of all the students in class about their favorite activities and put them on a graph and then see which ones are the most and least popular.** |
| **Geometric Concepts** | **Ask students to bring shapes from home that are related to the unit. Polygons, hexagons and pyramids and talk about them.** |
| **Measurement** | **Have the students measure each other in small groups then estimate measurements for chairs and tables in the room.** |
| **Computational Techniques** | **Model several different strategies for subtraction and addition by starting with estimating how to round numbers down or up to get a base number.** |
| **Sciences** | **Measure liquids in different sizes of containers by pouring the same amount into them. Ask students to make their hypothesis on which might hold more or less. Grow plants in the classroom and ask students to make their own observations about them weekly. Research different environments, and use a light as a sun to show how when the earth rotates it gets sun in a different way. Bring recycled products in for the class to touch and look at. Plan a field trip to recycling plant.** |
| **Social Studies** | **Talk about the upcoming elections have a classroom vote for the president. Describe the physical geography and climate that attributes to Colorado’s dry weather. Have the students pretend they are pioneers and moving to the West. What would they take with them in a covered wagon and why.** |
| **Language Arts** | **Ask students to break words down into syllables to spell them ask students to use visual cues in pictures when reading. Read aloud and talk about what happened in a book (For example: “Officer Buckle and Gloria” and ask the kids how maybe they have felt like one of the characters.**  **Students will talk about the different books in our Classroom Pet Unit. Some are fiction, like our “Froggy” books by Jonathan London and others are non-fiction instructional books on how to care for a real life frog. Eric Carle’s “A Home of Hermit Crab” vs. “Hermit Crab Care for Begininers.”** |